

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Jackson **Lesson #:** 3 **Facet:** Explanation   
**Grade Level:**6-8 **Numbers of Days:** 4-5  
**Topic:** fitness and overall health  
  
**PART I:**  
**Objectives**  
**Student will understand that**fitness is important in overall health  
**Student will know**fitness, diet, calories, metabolism, calories, weight gain  
**Student will be able to**describe a healthy lifestyle  
**Product:**iMovie  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label:** H. Physical Fitness Activities and Knowledge  
**Standard:** H3 Fitness Activity  
**Grade Level Span:** Grade 6-8  
Students participate in physical activities that address personal fitness goals for the health-related fitness components  
**Rationale:**Students will be focusing on the knowledge of Health Education and Physical Education relating to fitness and overall health.  
  
**Assessments**  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
Students will participate in a 3-2-1 activity to assess their understanding of fitness in health. The teacher will give the students a questions that warrants 3 answers, following that will be a question with 2 answers and then 1. The teacher can modify these questions in any way.  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will receive a rubric where the teacher will score their iMovie process, product, and presentation. The teacher will hand back the rubrics the next week in class after the presentations are completed.  
**Summative (Assessment of Learning):**  
•iMovie: Show and model what a healthy lifestyle could look like. Create an iMovie with a script that shows how and why you came up with the main points of the video. This video will be a demonstration of what you have learned about fitness and why it is important to stay fit throughout your lives. This product is an intro into the final product iMovie that you will be creating. **(30 points)**  
  
**Integration**  
**Technology (SAMR):**This technology would be Modification because students will be video taping and editing video and photos to make into one product.  
**Social Studies:**Students have the option to show in their videos what fitness looked like in the "olden" days.

**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
The students will be using a Timeline as their graphic organizer. They will be writing out what they have determined as a healthy lifestyle and making up what dates within this "life" would be crucial to a person's health. The students could use the graphic organizer as a segway into their script/storyboard for their iMovies. The cooperative learning activity is a Rally Robin where the teacher poses a question and the students get into groups to come up with the answer to give orally to the class.  
**Section II – Groups and Roles for Product**  
Students will be working in groups of 3 or 4 to create the iMovie and give a final presentation on their work.  
  
**Differentiated Instruction**  
**MI Strategies** (6 out of 8)  
**Verbal:** Writing the script for the video gives the students a way to convey their ideas from the beginning.  
**Musical:** Students can add sound to their videos to enhance visuals and/or words.  
**Kinesthestic:** Doing hands-on by making an iMovie.  
**Intrapersonal:** Self evaluations at the end of the lesson so students can reflect on their own learning.  
**Interpersonal:** Doing a class rally robin is a group learning activity that gives the students time to work together and discuss in groups.  
**Naturalist:** Going outside and using nature to create visual of healthy lifestyle.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Team work can be done individually and modified for the student to get necessary work done. Set up a meeting with the teacher to figure out how to proceed and complete their portion of the product and presentation (See statement about absences on the syllabus).  
  
**Extensions**  
**Technology (SAMR):Gifted Students:**  
Students can then upload their iMovie file to youtube for public viewing.  
  
**Materials, Resources and Technology**

* iPads/Laptops
* handouts
* pens, pencils
* notebook paper
* Email
* iMovie software
* Camera or smartphone

**Source for Lesson Plan and Research**  
[Checking for Understanding](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)   
(<http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf>) This is a list that explains different ways of checking for understandings. In this lesson, the students will be using the 3-2-1.  
[Graphic Organizers](http://www.eduplace.com/graphicorganizer/) (<http://www.eduplace.com/graphicorganizer/>) A link to all different types of graphic organizers.  
[Timeline](http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf) (<http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf>) A link to the graphic organizer for the healthy lifestyle.  
[Rally Robin](https://edu221resources.wikispaces.com/file/vie...tegies.pdf)   
([https://edu221resources.wikispaces.com/file/view/cooperative\_learning\_strategies.pdf/426402320/cooperative\_learning\_strategies.pdf](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf))A cooperative learning activity that allows students to show their current knowledge about the subject to the class before the teacher begins teaching.  
[Fitness](http://www.medicalnewstoday.com/articles/7181.php) (<http://www.medicalnewstoday.com/articles/7181.php>) a link to content about what fitness is about.  
[Diet](http://coolfoodplanet.org/9-12/healthy-town/what-does-healthy-diet-mean/) (<http://coolfoodplanet.org/9-12/healthy-town/what-does-healthy-diet-mean/>) a link to a kids page that talks all about a healthy diet.  
[Metabolism](http://kidshealth.org/en/teens/metabolism.html) (<http://kidshealth.org/en/teens/metabolism.html>) a link to a page about metabolism.  
  
**PART II:**  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
Classroom arrangement: The class will be set up with desks and chairs for every student and all chairs oriented towards the front of the room so the teacher is able to observe everyone.  
**Agenda**  
Day 1:  
Hook- fitness comparison (25 minutes)  
Timeline (15 minutes)  
Rally Robin (20 minutes)  
3-2-1 (15 minutes)  
Questions (5 minutes)  
Day 2:  
What have we learned? (15 minutes)  
Introduce iMovie project (10 minutes)  
Handout directions and rubrics (10 minutes)  
Create groups (5 minutes)  
Begin iMovies (30 minutes)  
Questions (10 minutes)  
Day 3:  
Questions and iMovie work session (70 minutes)  
Day 4:  
Group discussions for final tweaks (10-20 minutes)  
Presentations (60-70 minutes)  
Day 5:  
Finish Presentations (30 minutes)  
Fill out self/group evaluations (20 minutes)  
Wrap-up (30 minutes)  
  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that fitness is important in overall health. Understanding how fitness is important in staying healthy is important to convey when people are young so that they will know how and continue to work to stay fit throughout their lives. *Students participate in physical activities that address personal fitness goals for the health-related fitness components*. The students will be discussing how fitness has changed for them from childhood to now. Whether their fitness is better or worse and what can be done to change their fitness for the better.  
**Where, Why , What, Hook Tailors:** *Verbal, Intrapersonal, Interpersonal*  
  
Students will know fitness, diet, calories, certain foods boost your metabolism, and calories can contribute to weight gain. **See content notes.** Students will be using a graphic organizer [Timeline](http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf) to record how their personal fitness has changed over time since as far back as they can remember. They will do a cooperative learning [Rally Robin](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) to discuss with their peers about what they think has changed and what they can do to work on their fitness. Asking students questions to help check for understanding by a [3-2-1](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf) method (students giving 3 answers to one question, then 2 for another, then 1).  
**Equip, Explore, Rethink, Tailors:** *Verbal, Logic, Intrapersonal, Interpersonal*  
  
Students will be able to describe a healthy lifestyle after the initial hook and the rally robin along with a whole class discussion **(Explanation)**. They will be given a tutorial by the teacher of how to use the major components of iMovie, but they are welcome to play around with other features when creating their products. The students will be using the iMovie to demonstrate what they've learned and how they now see a healthy lifestyle and what that entails. They are free to use text, graphics, video, and music in their iMovies. This assignment is a group project where students will be put into groups and will need to work together to create this product. The rubric will have specific components to explain how students should be showing that they all contributed and how well they collaborated throughout. The students will assess their own products/presentations based on the rubric, and feedback by the teacher on the product will be given on a similar rubric at the end of the lesson.  
**Experience, Revise, Refine, Tailors:** *Verbal, Musical, Kinesthetic, Intrapersonal, Interpersonal, Naturalist*  
  
All feedback and scoring will be done in the last class of the lesson. Students will have time to do their own evaluations and while they are doing this, the teacher will be finalizing the students scores. They will receive their scores before the end of class and have time to ask questions and discuss the lesson. This lesson will be helpful for students to really get to know iMovie for when they do their final task performance at the end of the unit.  
**Evaluate, Tailors:** *Verbal, Intrapersonal, Interpersonal*  
  
**Teacher Content Notes**  
Students will know…..   
[fitness](http://www.medicalnewstoday.com/articles/7181.php): The United States Department of Health and Human Services explains that physical fitness is defined as "a set of attributes that people have or achieve that relates to the ability to perform physical activity." This not only relates to sports or weight lifting, but in doing everyday exercise such as walking, dancing or hiking.  
  
[diet](http://coolfoodplanet.org/9-12/healthy-town/what-does-healthy-diet-mean/): The most important thing about having a healthy diet is eating a variety of foods and paying attention to the amount at which they are consumed. Some sources say "no food is good or bad", but its moderation of the foods that we perceive as bad that people have a hard time with. "It's a balancing act".  
  
[calories](http://kidshealth.org/en/kids/calorie.html): A calorie is a measurement — a unit of energy. When something has 100 calories, it's a way of describing how much energy your body could get from eating or drinking it. Calories aren't bad for you, but your body needs calories for energy and eating too many calories that aren't being burned off through activity can lead to weight gain.  
  
[Metabolism](http://kidshealth.org/en/teens/metabolism.html): Bodies get the energy they need from the nutrients of foods by metabolism. A collection of chemical reactions that takes place in the body's cells. Metabolism converts the fuel in the food we eat into the energy needed to power everything we do, from moving to thinking to growing. Specific proteins in the body control the chemical reactions of metabolism, and each chemical reaction is coordinated with other body functions. There is no specific food or supplement that will speed up your metabolism, but eating breakfast helps wake up the metabolism and strength training can boost metabolism.  
  
weight gain: There are many reasons why a person could be gaining weight. It is important to pay more attention to nutrition and exercise than body composition. If a person is eating healthy and doing their daily recommended amount of physical exercise, than weight gain should not be a problem. If it is, this would be a medical conversation and need to be brought to a doctor if it were a big concern.  
  
**Handouts**  
*Timeline organizer*  
*iMovie Rubric*  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
***Learning Styles***  
  
***Clipboard:*** The students will be given clear directions on what needs to be done in all aspects of the lesson. They will be given a rubric so that they may check back to make sure they have each aspect of the assignment completed before presenting.  
***Microscope:***Students will be able to do research about personal fitness and healthy lifestyles to add to their iMovie. This will give them the ability to examine different definitions and ideas.  
***Puppy:*** Students will be able to work in groups on their iMovies and working together in a comfortable environment.  
***Beach Ball:*** Students will be able to get creative when working on their iMovies by adding color, text, photos, and video to really make it their own.  
  
***Rationale:*** The students will all be given opportunity to work in an environment and do parts of the assignment that best relate to their learning styles.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
**Section I – checking for understanding strategy during instruction**  
Students will participate in a 3-2-1 activity to assess their understanding of fitness in health. The teacher will give the students a questions that warrants 3 answers, following that will be a question with 2 answers and then 1. The teacher can modify these questions in any way.  
**Section II – timely feedback for products (self, peer, teacher)**  
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***Summative:***  
Students will show and model what a healthy lifestyle could look like. They will create an iMovie with a script that shows how and why they came up with the main points of the video. This video will be a demonstration of what they have learned about fitness and why it is important to stay fit throughout their lives. This product is an intro into the final product iMovie that they will be creating for the task performance.  
  
***Rationale:***The students will be given both formative assessment and summative assessment to really ensure student mastery of the topics. The students wont be graded on their formative assessment, but in the end of the lesson will be graded on the iMovies they create and on their presentations.  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Fitness, diet, calories, metabolism, calories, and weight gain. **See content notes.**  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
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***Facet:*** Explanation  
  
**Rationale:**Students will be focusing on the knowledge of Health Education and Physical Education relating to fitness and overall health.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Writing the script for the video gives the students a way to convey their ideas from the beginning.  
**Musical:** Students can add sound to their videos to enhance visuals and/or words.  
**Kinesthestic:** Doing hands-on by making an iMovie.  
**Intrapersonal:** Self evaluations at the end of the lesson so students can reflect on their own learning.  
**Interpersonal:** Doing a class rally robin is a group learning activity that gives the students time to work together and discuss in groups.  
**Naturalist:** Going outside and using nature to create visual of healthy lifestyle.  
  
***SAMR:***Students can then upload their iMovie file to youtube for public viewing.  
  
***Rationale:***The students will be using six of the eight intelligences in this lesson to differentiate the lesson for all types of learners. They will be incorporating technology by creating an iMovie based on healthy lifestyles.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:****a,c,d*  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** *a,b,c,d*